

## 100-Day Report to Council and Staff

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My first 100 days at Macquarie have been the most enjoyable and fulfilling of my professional life. I have been overwhelmed by the warm reception that I have received from staff and Council. After consulting a wide range of stakeholders and seeing their enthusiasm, I am more convinced than ever that Macquarie has all the ingredients necessary to be a world leading university. In future, we may do some things differently from the way they were done in the past. This does not mean that things were previously done wrong, but that the environment we work in is constantly changing and new imperatives may demand different solutions from those of the past.

Macquarie was born in April 1964 when the New South Wales Legislative Assembly passed the Macquarie University Bill. In eight years time, the University will celebrate its 50<sup>th</sup> birthday. This is not old as universities go. Some universities trace their histories back 500 years; a few are even older than that. Still, reaching 50 is an important milestone and it is worthwhile thinking about what sort of institution we want to be when we reach our “Golden Anniversary”. In this paper, I will describe where I believe Macquarie can be at age 50, how we will get there, and how we will measure our progress along the way. Some of these strategies worked at my last university, Brunel, others are specific to the Macquarie context, but all will have to be applied flexibly to take full account of our circumstances.

### 1. THE MAIN GOAL

At age 50, Macquarie will be among the top eight research universities in Australia and among the top 200 in the world.

Research excellence is the right goal because education and research are inextricably linked in world-class universities. Academics who are doing scholarly work at the cutting edge of their disciplines make the best teachers. They convey the excitement of their fields to their students and they are less likely to become jaded than teachers who are not research-active. Instead of teaching from books written by others, research-active academics are the ones who actually write the books. In a research university, both teachers and students are actively involved in the pursuit of knowledge. For this reason, a research university provides a special type of education. Its goal is not just to teach facts and skills but to open students’ minds to life-long enquiry.

Research is the main determiner of a university’s reputation. All of the world’s most famous universities are known for the scholarship of their academics. A reputation for excellent research attracts talented students, the best staff and financial support from private and public sources.

**2. HOW WILL WE STRENGTHEN AND DEVELOP TEACHING AND RESEARCH?**

Excellence is expensive. At Macquarie, most of the research budget comes from teaching students. So, to become a research leader, we will also have to excel in teaching. This means that we will have to make substantial investments in teaching as well as research. We will need to attract new staff, offer more scholarships and renew our equipment and facilities. Indeed, we will need to improve just about every aspect of our operations. Our success will be built on four strategic pillars: attracting and retaining the best people, modernising our infrastructure, maintaining our focus and managing by setting high goals and monitoring our progress toward reaching them.

Figure 1 contains a summary of the planned strategies. It shows that we will need to develop ways to retain, as well as attract, high quality staff. We will also need a strategy for recruiting postgraduate and undergraduate students. Both staff and students will require improved teaching and research facilities. The money to do these things will come from a variety of sources including student fees, fundraising and exploiting the commercial value of our land (while retaining ownership). Savings made by managing more efficiently will be reinvested in teaching and research. For a few years, we will have to dip into reserves to fund these strategies.

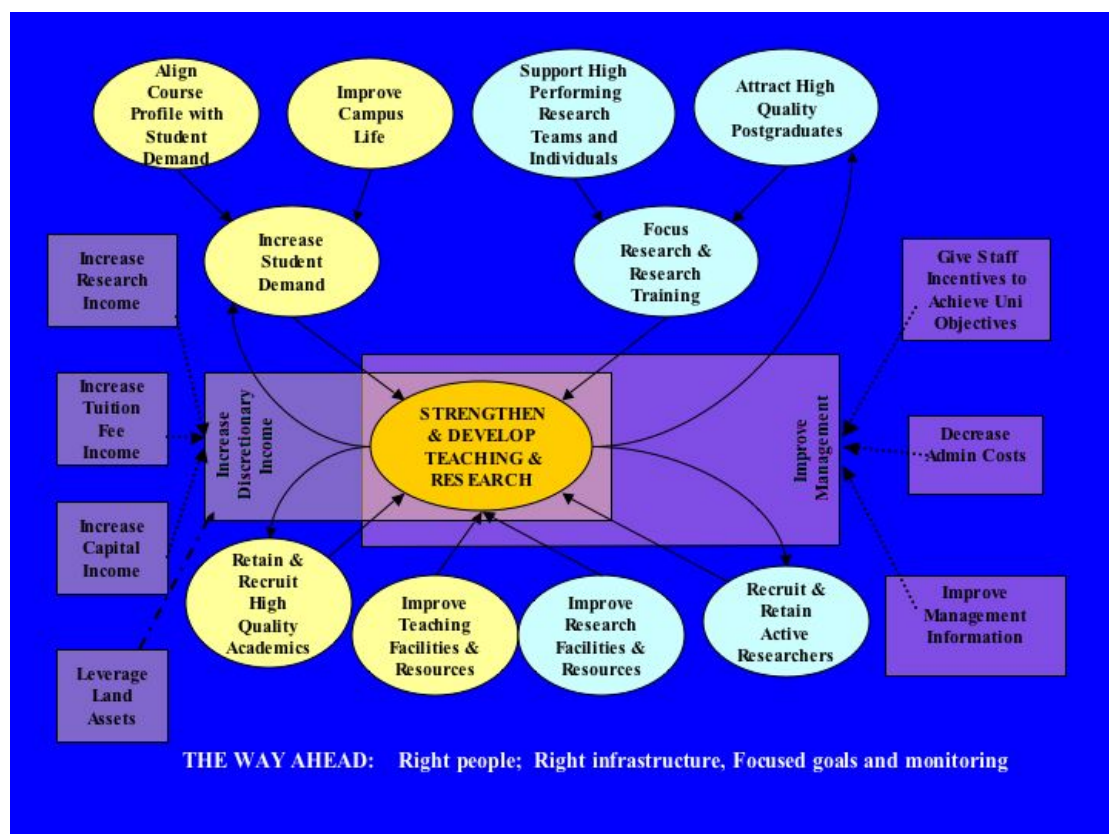


Figure 1: Summary of high-level strategies

## 2.1 Enhancing research

No university can be excellent at everything, but, to reach our goal, we need to be world class at some things. Our strategy will emphasise our strengths. We will invest in our strong areas and we will also target a number of developing areas, particularly those that build on our history of interdisciplinary research. We will also provide continued strong support and developmental pathways for areas of research strength that may develop into future areas of world class research.

After consultation with the Senate, senior managers and colleagues, the Deputy Vice-Chancellor (Research) has identified the following areas for investment initially: Ancient Cultures, Climate and Plant Ecology, Cognitive Science, Geochemistry and Mineralogy, Lasers and Photonics, Animal Behaviour, Computer and Network Security, Proteomics and Genomics and Social and Cultural Studies. Further consultations will be necessary to refine these areas to ensure that Macquarie has, or can develop, a niche that gives us a competitive advantage.

Ultimately, universities are places of people. To achieve our ambitions, we will have to recruit, support and retain world-class researchers in our identified priority areas. At present, there are between 400 and 450 research-active academics at Macquarie. To reach our goals, we will need to recruit at least 250 new researchers by the time Macquarie reaches its 50<sup>th</sup> birthday. The first 40 will be recruited in the next 18 months. If all of the new 250 staff were simply added to the current staff numbers, the additional salary and associated costs would total \$37 million. To reduce this cost, and to reach the goal of 80% research-active staff, many of the new positions will replace current staff who retire or depart. An early retirement and voluntary redundancy scheme will be established for this purpose. However, to bring down our high staff-student ratio, at least 150 of the new appointments will be additional staff, not replacements; that is, academic staff costs will increase by \$22 million. The benefits—increased research funding, more post-graduate research students, not to mention patents, licenses and other commercial activities will compensate for some of the salary costs. The rest will have to come from fees and investment income.

All researchers will be supported by robust research policies (dealing with intellectual property, ethics, outside studies and work, and so on). We will build sufficient depth in each research area to ensure that we are international leaders and then move on to other areas until Macquarie has a comprehensive portfolio of internationally competitive research.

We will build strategic alliances with other institutions in our region and abroad and we will concentrate our postgraduate scholarships on areas of research strength. We will also improve the infrastructure (equipment, space and library) necessary for research and graduate education. To attract more staff and students, we will engage in an international publicity campaign designed to raise awareness about Macquarie's research. This campaign will not be

based mainly on advertising but on publicising our research and development activities. We will also be pro-active in our recruiting—targeting specific researchers where possible.

To support our research developments, we will increase our production of doctorates, with an emphasis on quality. To accomplish this, we will enhance our management system for research students to ensure that they are given the support and incentives they need to complete their work on time. Naturally, we will have to support these students with adequate funds and facilities, provide accommodation for single post-graduate students and those with partners and families and ensure that research students have highly skilled supervision. The strategies for improving our research are summarized in Figure 2.

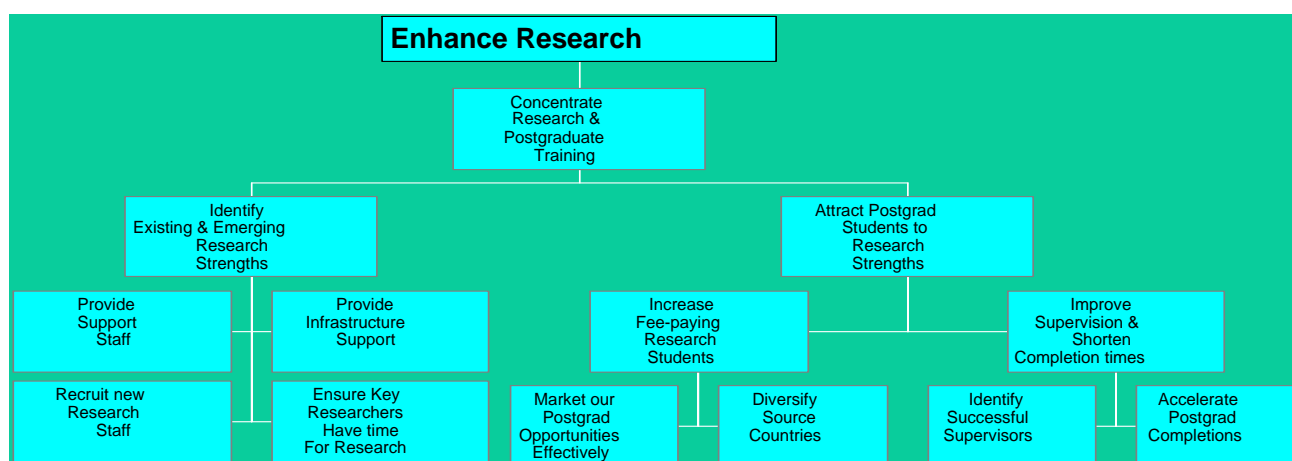


Figure 2: Summary of Research Strategy

## 2.2. Are there other goals?

Macquarie's mission involves more than research. As already noted, we must excel in teaching and learning as well as in technology transfer and in improving social justice. These three goals are discussed in this section.

### *A. Teaching and learning*

Macquarie University is a school. It is proper, therefore, that we strive for excellence in teaching and learning. We need to ensure that we provide an outstanding education, which attracts the best undergraduates and postgraduate students. We will aim for leadership in the use of technology in education, in work-related teaching, and in providing students with an international experience. But this is not enough. We need to go beyond the classroom to provide opportunities for students to serve their communities and develop their leadership skills.

Our commitment to students must also include the renovation and, in some cases, the replacement of dilapidated campus buildings. We will greatly accelerate our building refurbishment programme. Among the new capital development projects will be a proposed new learning centre to replace the library, new undergraduate and postgraduate housing and upgraded sports and recreation facilities. These will help us attract and retain the best quality students and staff.

We will seek ways to capitalise on Macquarie's strong reputation in business and management education as well as in teacher education. In addition, we will continue to make international experience available to students from all divisions.

Macquarie needs to support students in all aspects of their education. This means providing first-rate academic advice, career counseling and financial aid. We must provide students with professional, competent, efficient and friendly service, and we must redesign processes to meet the high expectation of today's students. One common student complaint is a difficulty in accessing Internet resources. The proposed new learning centre will go a long way toward redressing this problem. We must also upgrade our home page. Our Web presence is the main source of student information and our public face—it must present us in a favourable light.

Today's students are tomorrow's benefactors. To tie students to Macquarie, we need to provide an environment that embraces students and supports their success. They need integrated services and a one-stop shop for all their needs. Cultivating students begins well before they step foot on campus—while they are still at school and maintaining a supportive relationship through the application and admissions process and throughout their studies.

### *B. Technology transfer*

The public, which supports our research with their tax dollars, deserves to see the benefits of the research they pay for. Good ideas are not enough. We must also ensure that these good ideas are translated into products and services. To accomplish this, we must encourage scientific and technological entrepreneurship including the commercialisation of technology, the creation of new ventures, licensing, spin-out companies and consulting.

Macquarie's expanded research activity will provide the raw material for technology transfer and innovation. We will cultivate a campus culture that motivates researchers to pursue commercialisation. Specifically, this means preserving the value of our intellectual property in research contracts and exploiting its value in licensing and equity arrangements. We will have in place policies that encourage entrepreneurship and a robust evaluation mechanism to advise Council on the appropriateness of business ventures. We will be mindful of conflict of interest and we will have policies and enforcement systems to prevent such conflicts from compromising staff and the University.

We will expand our business incubator programme to accommodate more start-ups and later-stage incubation. At the same time, we will continue to exploit the commercial potential of our land (while retaining long-term ownership). We will focus new developments on businesses that have synergy with our research and teaching or both.

### *C. Social justice*

Universities are engines of social mobility. They give students from all backgrounds a chance to achieve their potential and to make their contribution to the larger society. But even today, with many more students studying in university than in the past, there are still many left out. We will never achieve what we want for Australia until everyone with the ambition and the ability has the opportunity to study. An important way to reach this goal is to ensure that we encourage diversity in our students, academics, and other staff. We will do this by greatly expanding our scholarship programme and directing many of our new scholarships toward those with the greatest financial need. We will work with TAFE and schools to identify and cultivate “hidden” talent in students who would not normally be expected to attend university and we will work with the State Department of Education by reaching out to potential students from all backgrounds. Our attempts to widen participation in higher education to non-traditional groups will include new scholarships, making our own students available to help tutor and mentor school children, distance programmes, migrant retraining and language programmes and, perhaps, the development of our own science-based school on campus.

## 3. WHAT ELSE MUST WE DO TO REACH OUR GOALS?

In addition to the strategies described so far, we have to ensure management efficiency. Where necessary, we will transform, outsource or terminate activities that are not essential. Because information management will be essential to all of our goals, we will invest in IT infrastructure and service--not only for teaching and research but also to enhance our administrative and management information systems.

3.1 Management structure. Management structures need to be reviewed from time to time to ensure that they are appropriate to current challenges and plans. We will ensure that all managers have clear roles, responsibilities and accountabilities. We will also ensure that every manager has a clear reporting line and that managers take full responsibility for their performance. Committees can provide advice, but ultimately individuals must be held accountable for decisions. Most importantly, we will have a structure in which the important strategies have dedicated managerial oversight. A proposed new management structure appears in Figure 3. There are three new positions and some changes in reporting lines. The proposed Deputy Vice-Chancellor (Provost) is envisioned to be the senior deputy in charge of

academic matters. The Managing Director will be the chief operating officer for all non-academic matters with the exception of external relations and research, which each have their own manager. The University Secretary and Legal advisor would support Senate, Council and also provide legal oversight. There are many decisions that still have to be made about which activities report to which managers, but this is my preferred high-level structure.

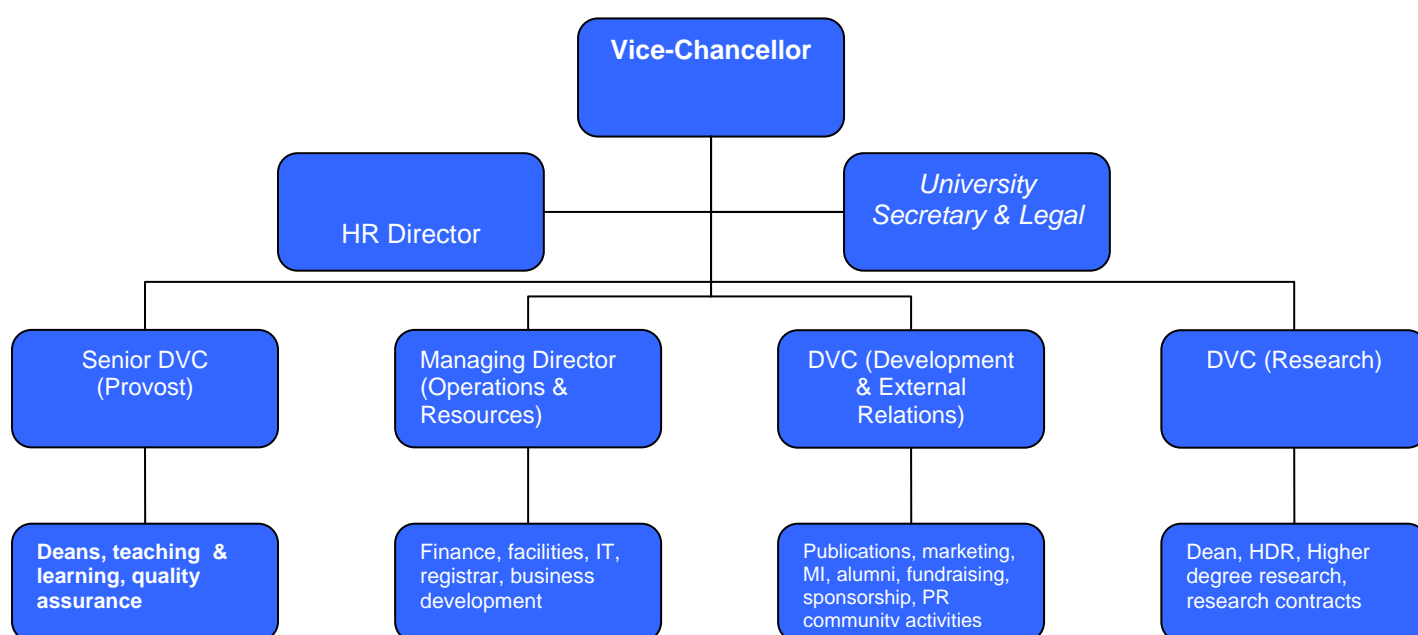


Figure 3. Proposed organisational structure

**3.2 A simpler academic structure.** Communications are difficult across the current three colleges and there is a tendency for inconsistency because different deans report to different college heads. Thus, we will eliminate colleges and have all Deans report to the Deputy Vice-Chancellor (Provost).

**3.3 A new Enterprise Agreement.** We need to build a new engagement with our staff. Our present enterprise agreement presents a formidable hurdle to achieving our goals. It surrounds even the most trivial of activities in a tangle of red tape. We will renegotiate a new agreement with our unions. The new agreement will provide the university with the flexibility it needs while, at the same time, securing all staff their rights and privileges.

**3.4 Renewed infrastructure.** Our physical facilities need renewal. We will need to do deferred maintenance and also ensure that we have the facilities we need for teaching and research. At present, space is a “free” good. There is no charging system for space, so it is often hoarded. We need to introduce a charging system that allows space to be traded off for other resources. This will allow us to use existing space efficiently. We will seek to be creative in the way we deliver facilities delivery and in the way we finance them.

3.5 One voice, one image. Macquarie must project the image of an international research university. Multiple logos and web site designs, and a variety of different publications and styles, undermines our unity. We will project a cohesive identity, promoting the public's understanding of Macquarie's accomplishments and increasing the university's name recognition and prestige in strategic environments. This means rationalising publications and ensuring a coherent and effective Web site for the institution and its principal programs.

3.6 Costing information. Getting to where we want to be will cost a lot of money. While expanding the resource base is paramount, we must also manage existing resources to best advantage, directing expenditures to strategic purposes. As a first step, we need to know the costs of our activities—teaching, research and everything else.

3.7 Budgets tied to goals. We must be strategic in our budgeting processes. We must clarify our priorities and then relinquish some projects in order to start something new. Our budgets must be tied to our strategies and we must ensure that managers have performance indicators that are also tied to our strategies. We must refine or reinvent the budgetary model to focus resources for maximum strategic impact, while maintaining appropriate institutional flexibility.

3.8 Management information systems. Of course, managers need support and we need to ensure that managers at every level have accurate, timely, and relevant performance and management information. We must also pursue aggressive risk management and internal auditing to ensure that we have appropriate controls, and that we meet regulatory compliance requirements.

3.9 Commercial development. We will accelerate the commercial exploitation of our land while retaining ownership. If we follow the Campus Development Plan, we will bring 10,000 square metres of commercial space to the market every year for 40 years. At current prices, this could produce an income of over \$100 million per year when completed. Developing our land also gives us the opportunity to enter into research and development partnerships with companies to further our research aims and to help graduates find employment.

3.10 Fundraising and sponsorship. We will establish a development office and begin making plans for both an annual giving programme and a comprehensive fund-raising campaign. The aim will be to build philanthropic and other financial support, maximising alumni and volunteer involvement through long-term mutually beneficial relationships. The development office will cost money for the first 18 months but will begin bringing money in after that. Both commercial development and fundraising will help diversify our revenue sources and make us less vulnerable to any potential downturn in the international student market.

3.11 Senate and Council. Senate has an opportunity to do more than approve courses and prerequisites. It can help formulate academic policy, staff policy and strategy as well as providing a sounding board for academic input to Council. Council, in addition to its statutory obligations is the body that must approve strategy and then monitor performance.

3.12 Risk management. Ensure that risk management plans are in place for major risks and devise disaster recovery and crisis management plans.

#### 4. WHERE ARE WE NOW?

Macquarie's performance can best be summarised by noting its standing on a national and international measures and rankings:

- \* 5-star ratings in 10 categories in the *Australian Good Universities Guide*
- \* 68 in the UK's *Times Higher Education* Supplement (THES) list of universities
- \* 286 in the international research rankings produced by Shanghai Jiao Tong University
- \* 15 in teaching excellence measures (reported in *The Australian*)
- \* 16 in higher degree completions (Australian government figures)
- \* 16 in research block grant (Australian government figures)
- \* 18 in total research funding (Australian government figures)
- \* Bottom half of Australian universities in student satisfaction (national Course Experience Questionnaire)

#### 5. HOW WILL WE KNOW WHEN WE HAVE ACHIEVED OUR GOAL?

As I have noted elsewhere, Vice-Chancellors' visions can turn out to be hallucinations. But every organisation needs to state where it wants to go, or it can be sure it will never get there. Because it is impossible to manage what you do not measure, our ambitions for Macquarie will remain just pious hopes unless we state clear numeric goals. Thus, here are specific goals for Macquarie. By the time Macquarie reaches 50, the University will have 80% of academic staff actively involved in research (less than 60% as present), and we will double the number of staff who attract research income. We will have more than doubled our research income (to \$50 million) and doubled the number of graduating doctoral students. Overall, Macquarie will be ranked

eight in Australia on research measures such as publications, research-active staff and doctoral graduations. We will double our income from licenses and spinouts.

Similarly, we must measure our excellence in teaching as well. Again, by age 50, we can expect to score at least eight in the national learning and teaching excellence grant evaluations, and at a similar level in the national course evaluations completed by both undergraduates and postgraduates. We will also have won an award from the new Carrick foundation for fostering excellent teaching. A positive spin-off of our excellent teaching will be that more students will want to attend Macquarie. Specifically, we will increase our first preferences from the current 7% to 10% of New South Wales applicants, which will raise entry scores. At the same time, the University will grow 20% to 24000 EFTSU (currently 19677). The university will be more ethnically diverse, with a 20% increase in students from non-traditional backgrounds (rural, disabled, low socio-economic families, indigenous).

Macquarie University is not bound to centuries of tradition. We can look forward not back; outward not inward. And we can adopt innovative strategies that suit our circumstances. It is now up to us to set bold goals, and, most important of all, summon the will to make them a reality. If we do these things, and stay focused, in ten years we will be able to look back with pride at what we have achieved.

## 50 ACTIONS FOR MACQUARIE AT 50

### Enhance Research

1. Recruit new research-active staff (40 in next 18 months).
2. Develop incentive schemes to retain staff and reward those who help the university to achieve its goals.
3. Survey staff about their working climate and development needs and act on the results.
4. Build new research space and refurbish existing space (implement capital development plan).
5. Begin a new public relations campaign designed to raise awareness about Macquarie's research.
6. Ensure that we have robust policies on intellectual property, conflict of interest and outside work.
7. Build strategic alliances with other institutions in Australia and overseas.

Enhance undergraduate and postgraduate teaching

8. Recruit new research students (10% increase per year).
9. Ensure that research students complete their degrees in a timely fashion (increase completions by 10% per year).
10. Identify and invest new scholarships and staff in areas of research strength.
11. Improve teaching and learning infrastructure.
12. Cultivate ministers and potential supporters.
13. To attract the best staff and students, develop housing for staff and students, including students with partners and families.
14. Increase the provision of work experience for students.
15. Use technology to further educational goals.
16. Provide all students with the opportunity for high quality international experiences.
17. Give students the opportunity to work in the community.

Enhance infrastructure

18. Renovate or replace dilapidated buildings.
19. Catch up on deferred maintenance.
20. Increase access to the internet for students.
21. Rationalise our many publications and ensure that they are helping the institution to achieve its goals—one voice, one brand.
22. Revamp our Web home page.

Diversify income sources

23. Increase our commercialisation of intellectual property.
24. Expand our business incubator programme.
25. Accelerate the commercial development of our property with a particular emphasis on businesses, which have research synergy with the university.
26. Establish a development office and begin fundraising and seeking sponsorship.
27. Raise HECS and use the money for strategic purposes.

Increase our commitment to social justice

28. Expand our scholarship programme, based on financial need.
29. Reach out to non-traditional students using our students as tutors-mentors.
30. Explore the possibility of establishing a science-based school on campus.

Enhance management

31. Enhance our IT provision for divisions and offices to minimise risk and enhance efficiency
32. Improve management information systems to enable robust reporting and analysis.
33. Revise management structure to ensure accountabilities and responsibilities are joined up.
34. Provide all managers with appropriate training.
35. Reduce committees where possible or make them more focused.
36. Produce a simpler structure of departments and schools
37. Negotiate a new, and more flexible, enterprise agreement which still retains staff rights
38. Develop and implement a space charging system.
39. Cost all of our activities.
40. Have budgets for all of our activities and tie budgets to strategic goals.
41. Assess value for money in all activities (suppliers to compete).
42. Develop an ethical code or framework for staff and students.
43. Give Senate a policy role
44. Revise risk management plan.
45. Formulate disaster recovery and crisis management plans
46. Devise a financial model that will allow us to simulate how expenditures in various areas affect budget outcomes.
47. Integrate student services—one stop shop for all students needs.
48. Reduce expenditures on non-academic activities.
49. Perform a legal audit (to rationalize and reduce legal expenses)
50. Ensure that all managers have strategic goals and targets.

<b>VICE-CHANCELLOR'S PERFORMANCE INDICATORS 2006-2007</b>			
<b>Goal</b>	<b>Strategic Tasks for 2006+ 2007</b>	<b>Target for 2006, 2007</b>	<b>Comments</b>
<b>Improve research performance</b>	<ol style="list-style-type: none"> <li>1. Recruit new research staff and new research students</li> <li>2. Revise Capital Plan to include new research infrastructure</li> <li>3. Increase research scholarships</li> </ol>	40 new staff, 100 new research students by 12/07, new capital management plan by 9/06, new scholarships offered in 2007.	First year salary funds to come from increased HECs and one-off grants. Ongoing costs to come from increased research and teaching.
<b>Improve management efficiency and effectiveness</b>	<ol style="list-style-type: none"> <li>4. Devise &amp; implement a new management structure</li> <li>5. Formulate new divisional reporting lines</li> <li>6. Recruit managers</li> <li>7. Streamline committees</li> <li>8. Develop a charging system for space</li> <li>9. Develop a system for estimating our costs.</li> <li>10. Give managers strategic KPIs</li> </ol>	New management structures, divisional reporting lines and staff KPIs in place by 12/06, space charging system and costing system in place by 12/07,	The budgets for 200 are currently being set. The earliest we can implement space charging is in 2007 but for 2008 budgets.

<p><b>Improve teaching</b></p>	<p>11. Devise and implement a teaching excellence plan that will gain funding from the government's teaching excellence fund</p> <p>12. Ensure robust quality assurance processes and managerial oversight</p>	<p>Devise plan in 2006. Implement in 2007. Revise QA regime in 2006. Expect funding for teaching excellence in 2008.</p>	<p>The government relies on figures that are 2 years old, so our strategies cannot influence this target until 2008.</p>
<p><b>Improve image, attract new staff and students</b></p>	<p>13. Create new publications</p> <p>14. Produce a new Web presence</p> <p>15. Devise a new media strategy</p>	<p>New publications, web presence and media strategy in place by end of 2006.</p>	<p>The earliest that we can influence student preferences is 2008.</p>
<p><b>Increase Equity</b></p>	<p>16. New scholarships</p> <p>17. New mentoring programmes</p> <p>18. Possible new school</p>	<p>Scholarships and mentoring programmes in place by 12/06.</p>	<p>More students attending Macquarie from non-traditional backgrounds starting in 2008.</p>
<p><b>Increase income</b></p>	<p>19. Implement Campus Development Plan</p> <p>20. Establish fundraising office and implement</p>	<p>Planning approvals lodged, fundraising office established, by 2/07.</p>	<p>Increase income from these sources beginning in 2007.</p>

<p><b><i>Negotiate a new enterprise agreement and obtain promised government financial reward</i></b></p>	<p>21. Negotiate new Enterprise Agreement</p>	<p>Enterprise Agreement in place by September 2006</p>	
<p><b><i>Move Macquarie up the university rankings each year to reach number 8 in 2014</i></b></p>	<p>22. In addition to those described above, put in place tactics to move Macquarie up in both national and international ratings</p>	<p>Shanghai Jiao Tong, THES, Teaching Excellence Rankings, research students, research funds, research output. Research student numbers and funding will increase starting in 2007, the rankings may take longer (see comments).</p>	<p>These rankings are based on two and three- year- old data. The Research Quality Framework currently planned by the government uses data from 2003-2005, before I joined Macquarie. Thus, progress may not be apparent until 2008 or later.</p>